

COBIS Safeguarding and Child Protection Policy Guidelines

Introduction

COBIS expects all schools to have a Safeguarding and Child Protection policy that is reviewed at least annually. The following guidelines are intended to help your school draft a comprehensive Safeguarding and Child Protection Policy that reflects the ethos of your school and the context of safeguarding in your British international school. Quality assurance schemes such as the [COBIS Accreditation and Compliance](#), which includes rigorous standards on safeguarding, child protection, and safer recruitment, provide external validation of schools' safeguarding practice. More information can be found under Additional Resources below. This includes information about how to connect with schools that have been through COBIS's Accreditation, have demonstrated outstanding practice in safeguarding, and may be willing to share expertise.

COBIS is proud to have supported the creation of the [BISSC Safer Recruitment Code of Conduct](#), which sets out a shared commitment to rigorous, transparent, and ethical recruitment practices within international education, and which will be applicable to all school members of BISSC founding organisations.

The [BISSC Safer Recruitment Code of Conduct](#) came in to practice from 1 September 2025, offering a unified benchmark for safer recruitment policies in the BISSC network of schools. As a supportive guidance document, it is designed to encourage reflection, consistency, and continuous improvement in order to keep children safe in their education settings.

This development underlines the joint commitment and passion to drive forward global safeguarding standards from the founding members of BISSC.

In addition to these guidelines, there are many tools online and points of reference to help you write your policy. A selection of links, references and sources have been provided in the Appendix.

COBIS also recommends that schools not only review their policies annually but set up internal monitoring systems for measuring the effectiveness of their policies in practice.

International Context

Schools operating in different countries may need to produce or implement policies, or take action, in order to comply with local regulations. While Safeguarding and Child Protection policies may vary from school to school and country to country, the expectation from COBIS is that the standard of policies and procedures implemented by schools should be of a quality at least as high as those required in the UK and follow international and UK best practice. In addition to consulting local legislation, schools are advised to refer to the DfE guidance '[Keeping Children Safe in Education' 2025](#), and the '[Working Together to Safeguard Children 2023](#)'

Please note: these guidelines are not intended to ensure compliance with local regulations.

Audit, Development & Planning

Before writing your policy, carefully consider the following:

- a) The risks potentially faced by pupils in your school**
 - Do pupils feel safe and secure in your school?
 - What risks could they face in your school and amongst your school community?
 - Who may pose a risk? What situations may increase risk?

- b) What is currently being done to keep pupils safe in your school and where the gaps might be**
 - Does your school have a clear mission statement around safeguarding?
 - Does your school have a clear ethos around safeguarding?
 - Do your staff feel equipped to manage risk?
 - Do your pupils feel equipped to manage risk?

- Is safeguarding embedded across the curriculum?
- Is safeguarding embedded in all your school policies?
- Are all staff (including ancillary, admin etc.) supported with adequate training? (Consider regularity and level of training)
- Is there a Designated Safeguarding Lead or Child Protection Officer (DSL) in place as well as a Deputy/Deputies (e.g., where two campuses)

- Have the Deputy/Deputies received the same training as the DSL?
- Is DSL training logged to renew every 2 years?
- Is the DSL identifiable in your school/reception area?
Is there a mental health lead or counsellor? How are pupils and parents made aware of this provision?
- Is there a robust Counselling Policy in place?
- Is there a clear safeguarding process for visitors to your school?
- Is there a clear safeguarding process for volunteers helping at the school?
- What recording mechanisms do you have in place?
- Are relevant policies available to parents? Is the DSL known to parents?
- What is the role of the Governing Body? What training is available for Governors? Is there a Safeguarding Governor? Has the Designated Safeguarding Governor undergone a higher level of training e.g. Level 3?

c) How a concern could be raised

- Do your pupils, staff, governors and parents know where to go or who to go to with any concerns?
- Do visitors know where to go or who to go to with any concerns?
- Does your school have a culture which facilitates disclosures? How do you test this culture?

d) The practicalities of writing and maintaining your policy

- Who will you consult when writing your policy?
- Are there local agencies that should be involved?
- How are you going to ensure your policy is dynamic and reviewed on a regular basis with regular audits and accompanying staff training?
- Have you completed a safeguarding audit before drafting the policy?
- How will you involve pupils and incorporate their perspectives?
- Do you have a child focused safeguarding policy/information available?
- International context: are there unique considerations for your country or context that need to be taken into account?
- Will the policy be made available in the local language for staff/parents?

For a free online resource to help you audit your school's current safeguarding and child protection arrangements, identify areas for development and make any changes necessary, use the NSPCC Safeguarding in Education Self-Assessment Tool:

<https://learning.nspcc.org.uk/research-resources/schools/safeguarding-education-self-assessment-tool-esat/>

For more information and guidance around the process of creating your policy, please see: Appendix 1 (*Child Protection Policy Planning Worksheet*, source: ITFCP) and Appendix 2 (*Process for creating a Child Protection Policy*, source: CIS), and refer to the NSPCC website: <https://learning.nspcc.org.uk/safeguarding-child-protection/writing-a-safeguarding-policy-statement/#heading-top>.

What to include in your policy

The following provides an indication of what topics and categories should be included in your Safeguarding and Child Protection Policy as a minimum. There is no single format or structure; you may prefer to include some sections as appendices. Headings can be amended, and additional sections can be added.

1. Introduction & policy statement:

This section should define the aim and scope of the Policy as well as contain your school's safeguarding statement, which is your school's overarching commitment to keeping children safe. Elements of this section should include:

- Aims of the policy
- School context and relevant background
- The main legislation and guidance that supports the policy statement, including reference to relevant local laws and legislative information
- A Safeguarding Statement - a definition and summary of what safeguarding means in your school and how children will be kept safe in your school (Useful link on developing your Safeguarding Statement: <https://learning.nspcc.org.uk/safeguarding-child-protection/writing-a-safeguarding-policy-statement/#heading-top>)

2. Policy scope:

This section should identify those individuals the policy applies to.

Consider the following individuals:

- Headteachers, teachers, non-teaching staff
- Board members/Governors/Proprietors
- Designated Safeguarding Governor
- Volunteers and Visitors
- Parents
- Pupils
- Public
- External agencies
- Contractors

3. Key people and contacts:

This section should set out information and contact details of your safeguarding team.

- Name of Head/Principal
- Name of DSL
- Name of DSL Deputy/Deputies (e.g. where two campuses)
- Name of Designated Safeguarding Governor
- Contact details of school and external agencies

4. Roles and Responsibilities:

This section should clarify the safeguarding roles and responsibilities of key stakeholders at the school and any external agencies. This should include policy monitoring and reviewing responsibilities.

Consider the following individuals:

- DSL
- Headteacher
- All governors have safeguarding responsibilities in their role but the Designated Safeguarding Governor will have specific safeguarding responsibilities
- Staff
- Relevant external agency staff

And, where relevant:

- Pupils

5. Key Terminology and Definitions:

This section should include definitions as stated by the DfE and other reputable bodies, such as the NSPCC.

Definitions to include, but not be limited to:

- Types and signs of abuse including:
 - Emotional
 - Physical
 - Sexual
 - Neglect
 - Online
 - Child-on-Child
 - FGM
- What is meant by 'safeguarding' and 'child protection'?
 - Grooming
 - Radicalisation
 - Forced Marriage
 - Stress/distress

COBIS encourages schools to actively and regularly check official advice and guidance to ensure policy definition and scope is up to date in light of rapidly changing legislation.

6. Procedures:

This section should form the main body of your Policy and should clearly state the steps that must be taken if there are any concerns about a pupil's safety and wellbeing.

Each procedure should include clear steps of the action needed. You could consider using diagrams and flowcharts to help make the steps easy to follow. You should also include clear guidance as to how, what and when information needs to be recorded and where this should be stored. In addition, guidance should include confidentiality considerations and responsibility designations.

Procedures should include details on:

- Recognising child abuse
- Dealing with a disclosure
- Handling 'incidents'/accidents
- Dealing with 'low level' concerns
- Reporting processes and form templates
- Record keeping and storage of child protection records
- Confidentiality guidelines
- Information sharing
- Whistleblowing/confidential reporting
- Addressing historical allegations/reports
- Making referrals
- Code of conduct for staff and volunteers
- Running safe activities and events
- Boarding specific issues if applicable

7. Allegations against staff:

This section should set out specifically what steps should be taken if an allegation is made against a member of school staff or volunteers.

Useful resource: Protocol for international schools on managing allegations of child abuse by educators and other adults (Farrer & Co/ITFCP):
<https://resources.finalseite.net/images/v1541762403/cis/imbzplpuw7renn0ebs9n/Protocol-Managing-Allegations.pdf>

8. Allegations against students:

This section should set out specifically what steps should be taken if an allegation is made against a pupil.

Useful resource: [Addressing child-on-child abuse: A resource for schools](#). (Farrer & Co): Updated Septmeber 2024

9. Information Sharing & Data Protection:

This section should outline information sharing considerations, details of any inter-agency working, as well as data protection of safeguarding files and information.

Useful DfE resource on Information Sharing: Updated May 2024

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Data Protection in schools – Updated October 2025

<https://www.gov.uk/guidance/data-protection-in-schools/sharing-personal-data>

Data Protection Act – UK GDPR General Data Protection Regulation

<https://www.gov.uk/data-protection>

10. Related policies:

It is recommended that schools have a comprehensive suite of related policies to ensure safeguarding is embedded across whole school practice. Your Safeguarding and Child Protection policy should link to related policies, including:

- Anti-bullying and behaviour policies including Child-on-Child abuse
- Safer Recruitment, including Single Central Record
- Online/Virtual Safety Policy
- IT Acceptable Use Policy
- Health and Safety Policy
- Data Protection
- Trips and Visits Policy
- Photography and Media Policy
- Onsite Security
- Critical incident Policy
- Wellbeing and Mental Health Policy
- Complaints Policy
- Equal Opportunities Policy
- Counselling Policy
- Visitors Policy

These policies should be made available, either on your school's website or to parents on request depending on the legal requirement.

11. Training:

This section should outline your school's commitment to regular staff training as well as details of any relevant Child Protection CPD.

- Staff induction and training schedules
- Date/provider/quality assurance
- Where attendance and completion is recorded (i.e. on SCR or separately)

12. Policy review date:

This section should set out the Policy date, as well as the monitoring and review schedule.

Other topics areas you may wish to consider or include in your policy include:

- How safeguarding is taught in the school/woven into the curriculum
- Specific guidance on physical contact with pupils and physical restraint
- Safeguarding children with SEN or disabilities
- Safeguarding vulnerable pupils
- Contextual safeguarding
- Details of the consultation process and who has been involved in developing the policy
- Where applicable, guidance on intimate care for settings where children are below the compulsory school age

Additional Resources

- [DfE Keeping Children Safe in Education 2025](#)
- [DfE Working together to safeguard children 2023](#)
- **DfE Regulation for Independent schools:** <https://www.gov.uk/government/publications/regulating-independent-schools>
- **NSPCC's Safeguarding Self-assessment Tool:** <https://learning.nspcc.org.uk/research-resources/schools/safeguarding-education-self-assessment-tool-esat/>
- **COBIS Webinars:** We have a range of previous webinars on our website on the subject of safeguarding and safer recruitment. Please click on the link [here](#)
- **International Task Force on Child Protection:** <https://www.cois.org/about-cis/child-protection/international-taskforce-on-child-protection>
- **ICMEC/ITFCP Education Portal:** <https://www.icmec.org/education-portal/>
- **ITFCP Child Protection Standards:** <https://www.icmec.org/wp-content/uploads/2016/08/New-Standards-for-Child-Protection-Adopted-by-School-Evaluation-Agencies-2.pdf>
- [BISSC Safer Recruitment Code of Conduct](#)

For Safer Recruitment Overseas:

- **Prohibition Order Checks for England requested via COBIS**
- **For other prohibition checks in the UK please find the links below**
[General Teaching Council Scotland](#).
[General Teaching Council Northern Ireland](#)
[Education Workforce Council \(Wales\)](#)

For all other countries you must search in that country for any registers available, we suggest googling 'search the teacher register' in the particular country.

- **International Child Protection Certificate:** <https://www.acro.police.uk/s/>
- **NPSA (National Protective Security Authority): Guidance on overseas criminal records checks:** <https://www.npsa.gov.uk/employment-screening>
- **UK Home Office guidance on overseas criminal records checks:** <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

Quality Assurance schemes for British international schools:

- **COBIS Accreditation & Compliance:** <https://www.cobis.org.uk/services/accreditation>
- **COBIS Accreditation & Compliance – standards (refer in particular to standards 1A and 1B):**
- **COBIS Accreditation & Compliance – schools demonstrating outstanding practice in safeguarding** – for information about how to connect with schools that have successfully completed COBIS Accreditation & Compliance and have demonstrated outstanding practice in the area of safeguarding and/or safer recruitment, please contact quality@cobis.org.uk
- **DfE British Schools Overseas (BSO) inspections**
- **Council of International Schools:** <https://www.cois.org/for-schools/international-accreditation>

Appendices

Appendix 1: Child Protection Policy Planning Worksheet (Source: International Task Force on Child Protection)

Appendix 2: Process for Creating a Child Protection Policy (Source: Council of International Schools)

Appendix 1 – Child Protection Policy Planning Worksheet (source: International Task Force on Child Protection)

Child Protection / Safeguarding Plan Template for Schools (updated 4/19)

School Name:

Team Leader Name:

Team Member Names:

This is designed to support schools to ensure they have all the necessary policies, practices and procedures in place to protect & safeguard children within their school community in accordance with the ITFCP International Standards for Child Protection.

| Strand: POLICY & PROCEDURES | In Place Yes/No | School Evidence and Actions |
|--|------------------------|------------------------------------|
| Policies, strategies and procedures to ensure child safety & safeguarding of students | | |
| Have all leaders, managers and the Board taken account of all guidelines, regulations and legislation? | | |
| <p>1. Are there robust governance & lines of responsibility to ensure that the school's practice meets new international accreditation standards?</p> <p>2. Has the school created a definition of child protection with ensuing policies/procedures which are fully understood and followed by Board Members/Owners, school leaders, staff, students, parents and volunteers?</p> <p>3. Does the school's culture and values support and encourage good practice leading to enhanced child protection?</p> <p>4. Does the school comply with all local legal and statutory requirements / obligations in relation to child protection within the country in which it operates? Does it have effective working relationships with local support agencies (where they exist)?</p> <p>5. Does the school have robust policy/procedures, which are successfully implemented, to ensure that it only employs and engages people of sound moral character? If so, is the school compliant?</p> <p>6. Does the school have robust and fully implemented policies/procedures to ensure that all helpers, volunteers and contract workers are people of sound moral character and suitable to work with children?</p> <p>7. Does the school communicate publicly its child protection policy/procedures?</p> | | |

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| <p>8. Are child protection policies and procedures reviewed with sufficient regularity and systematically updated?</p> <p>9. Is there a designated Child Protection Officer (CPO) or Child Protection Team Lead in the school with oversight of child protection procedures and related school policies?</p> <p>10. Do the school's operational procedures support and encourage good practice leading to enhanced child protection, including:</p> <p>a. Training and Support;</p> <p>b. Identification/Disclosure; and</p> <p>c. Reporting in line with policy.</p> <p>11. Are the school's buildings and facilities, security and protection systems compatible with child protection and related safety policies?</p> <p>12. Does child protection education and on-line/virtual safety form part of the written and taught curriculum?</p> <p>13. Are students, staff and volunteers aware of what to do if they feel uncomfortable or have concerns about mistreatment or abuse?</p> <p>14. What measures are taken by the school to ensure the safety and protection of students in homestay accommodation or on residential trips and student-exchange programmes, and to what extent are they successful?</p> | | |
| <p>CONSIDER THE FOLLOWING SPECIFIC ITEMS:</p> | <p>In Place Yes/No</p> | <p>School Evidence and Actions</p> |
| <p>Do you have a child protection policy and procedures in place that aligns with national laws, international best practice guidance, your mission and locally agreed inter-agency procedures?</p> | | |
| <p>Is the child protection policy made available to parents on request, published on your website and common knowledge within the school community?</p> | | |
| <p>Are statutory written policies and documents in place for: Acceptable Use Policy (AUP) Central record of recruitment & vetting checks Central record of reported concerns and allegations</p> | | |

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| <p>Child Protection Complaints Communications between adults and children Disclosure of abuse against members of staff and volunteers Exclusion of pupils Health and safety Pupil discipline for abuse – including anti-bullying Risk assessments School discipline and pupil behaviour Sex and Relationship Education Special Educational Needs Travel & out-of-school Activities Whistleblower Policy (reporting done in good faith)</p> | | |
| Are additional protocols in place to ensure pupils are safe? (these could be separate policies or part of other policies/documents) | In Place Yes/No | School Evidence and Actions |
| <p>Children missing from school Crisis response Drug and substance misuse Educational visits First aid and administration of medicines Homophobic bullying Harassment and discrimination E-safety FGM (Female Genital Mutilation or Cutting) Intimate care Meeting needs of pupils with medical conditions Physical intervention and restraint policy in place Racist abuse, hate speech, extremism Risk assessments in place for school site Safe recruitment and hiring School security & site safety Transition arrangements Use of images of children</p> | | |
| 1. Management Responsibilities (PEOPLE / PROCEDURES / ACCOUNTABILITY) | In Place Yes/No | School Evidence and Actions |
| Does the school head have a clear overview of child safety/ safeguarding procedures and practice, including implementation of key policies? | | |
| Is there a senior member of staff designated to take responsibility for child protection (Child Protection Team Lead/ CPO)? Is there a member of staff designated to deputise in their absence? | | |

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| Does the designated leader/teacher have sufficient support and resources from school leaders to carry out their role effectively? (e.g. capacity and budget, time in schedule for trainings, etc.) | | |
| Do they provide support to staff, liaise with local authorities and work with other agencies? | | |
| Are all staff clear about their role if a student discloses abuse, and understand thresholds and procedures for referral? | | |
| Are there procedures in place for dealing with allegations against staff and referral to the authorities in accordance with any locally agreed inter-agency procedures? | | |
| Are there procedures in place for dealing with allegations against a parent or community member and referral to the authorities in accordance with any locally agreed inter-agency procedures? | | |
| 2. Monitoring and evaluation of effectiveness of policies and practices (ACCOUNTABILITY) | In Place Yes/No | School Evidence and Actions |
| Does the HOS have an understanding of their safeguarding duty and their role in implementing and monitoring the school's safeguarding policy? | | |
| Do all individuals involved in vetting and hiring have an understanding of your safe recruitment policies and practices and ensure these are implemented? | | |
| Is there a named leader with responsibility for Child Protection/ Safeguarding? | | |
| Is the Child Protection policy, practice and plan annually reviewed and updated? | | |
| How do you monitor the effectiveness of your Child Protection policy & plan? | | |
| Extra-curricular & Activity Leaders – do you have assurance about child protection procedures from independent companies to which activities are contracted? | | |
| Do leaders & program managers ensure that prompt action is taken to ensure any concerns are immediately addressed? | | |

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| 3. Recruitment and Hiring Safeguards (PEOPLE & PROCEDURES) | In Place Yes/No | School Evidence and Actions |
| Are all leaders and staff involved in recruitment aware of their safeguarding duty and do they implement safe recruitment practices? | | |
| Do job advertisements and application packs state clearly that the appointment will be subject to a satisfactory enhanced criminal records check or equivalent | | |
| Do all job descriptions and personal specifications state the child protection responsibilities of the role? | | |
| Are CVs not accepted (unless applicant has a disability preventing them from completing the school's application form)? | | |

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| Are identity documents of all short-listed candidates checked and photocopied on arrival for the interview? Are the documents of successful candidates kept in a personnel file and the documents of unsuccessful candidates shredded? | | |
| Are a minimum of two references for each candidate taken up and viewed in person by the chair prior to the interview? | | |
| Has at least one panel member completed Safe Recruitment Training? | | |
| Are specific safeguarding questions asked during interviews? | | |
| Is there evidence that no one works in school prior to a Central Record check? | | |
| Is there evidence that no one works in school pending a criminal records or equivalent police Background check? | | |
| Are safer recruitment checklists completed & kept in the individual's personnel file? | | |
| Is there a Single Central Record (SCR) of recruitment and vetting checks in place in line with best practice and any statutory requirements (country specific) including data protection exemptions for child protection? | | |
| Does the SCR indicate that identity checks have been carried out and by whom? <i>Note: although good practice, it is not required to show addresses on the SCR</i> | | |
| Have all staff employed and those who have not had continuity of employment, been appropriately checked? Even long-term employees? | | |
| Have all staff, whether or not they have regular contact with children, been appropriately checked? | | |
| Does the SCR include evidence that any substitute/guest teachers have been checked? | | |
| Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or parents who also work as volunteers within the school? | | |
| Does the SCR record the date when the checks were carried out (and who carried out the check) except in the case of agency staff? | | |
| Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have qualified teacher status or national professional qualification for headship? | | |
| Does the SCR record evidence of changes in 'right to work' in the country concerned? | | |

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| 4. Training, guidance, support and supervision (PEOPLE, PROCEDURES & ACCOUNTABILITY) | In Place Yes/No | School Evidence and Actions |
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| Have the designated member(s) of staff undertaken child protection induction training and training in interagency working to agreed standards with regular updated and advanced training annually? (Child Protection Team) | | |
| Have all staff and other adults that work with children received induction training and refresher training every year that is appropriate and relevant to your school? Does this training equip them to carry out their responsibilities for child protection effectively? | | |
| Is there a staff Code of Conduct in place detailing expectations regarding child protection, safeguarding and staff conduct? Are safeguarding procedures made available to all staff including temporary & substitute staff? | | |
| Are all new staff fully inducted and made aware of school child protection/ safeguarding policies and kept up to date with new policies? | | |
| Are staff aware of safe practices and the law regarding breach of trust? | | |
| Are all staff aware of protocols around confidentiality and information sharing? | | |
| Is there a central record of staff training showing evidence that statutory training has been undertaken by all? (Accreditation) | | |
| Are volunteers recruited and trained in the same manner as paid staff? Do they know their obligations as mandatory reporters of abuse? | | |

| 5. Reporting concerns or complaints (PROCEDURES & ACCOUNTABILITY) | In Place Yes/No | School Evidence and Actions |
|---|------------------------|------------------------------------|
| Are clear reporting guidelines and multiple reporting pathways in place which are understood by all staff, partners, associates, and volunteers? | | |
| Are pupils encouraged and enabled to report concerns/complaints? Do they know who to report to in the case of a disclosure? | | |
| Is there a clear reporting system with multiple reporting pathways if a staff member, pupil, parent or other person has concerns about the safety of a student? | | |

| 6. Pupil safety on or off the school site (POLICIES & PROCEDURES) | In Place Yes/No | School Evidence and Actions |
|---|------------------------|------------------------------------|
| Are there procedures in place with regard to visitors to the site including volunteers or those using the premises? | | |
| Does the school have adequate security arrangements and staffing for the grounds and buildings? | | |
| Are risk assessments carried out as required and communicated to pupils in age appropriate way? | | |

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| Is there an accident/incident book or central record with evidence of action taken and impact of action? | | |
| Are there policies and procedures in place to safeguard pupils when off-site? Do local partners follow school child protection policies on and off-site? | | |
| How does the school ensure appropriate safeguarding arrangements for pupils on work-placements? | | |
| Do staff and pupils know how to raise concerns outside the school structure ("whistleblowing")? | | |
| Are necessary steps taken to prevent the spread of infection? | | |
| Are outdoor and indoor spaces, furniture, equipment (toys), playgrounds suitable and address situational risks of abuse? (See Environmental Audit) | | |
| Are pupils encouraged to adopt safe practices and deal sensibly with risk? For example: -when handling hazardous equipment and materials -looking after themselves during outdoor activities -attending alternative educational or work-related provision -using the internet -if they come into contact with groups that encourage the use of violence | | |

| 7. Identifying concerns and referring to relevant agencies (PROCEDURES & ACCOUNTABILITY) | In Place Yes/No | School Evidence and Actions |
|---|------------------------|------------------------------------|
| Are there effective & prompt systems for referring safeguarding concerns about pupils to relevant agencies (including possible abuse, neglect or pupils who are missing)? | | |
| Are relevant staff aware of pupils who are persistently absent or missing and have they responded appropriately? | | |

| 8. Recording and sharing safeguarding information (PROCEDURES) | In Place Yes/No | School Evidence and Actions |
|--|------------------------|------------------------------------|
| Are safeguarding and child protection concerns and actions clearly recorded? | | |
| Are records clearly documented, accurate and up to date? | | |
| Are all records stored securely with access limited to responsible staff only? | | |

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| Are welfare records kept separately from education records? Are they cross-referenced? | | |
| Does the designated teacher/counsellor regularly review recording standards on welfare files? Are anonymized incidents reported to Board/Governance on regular schedule? | | |
| Are there procedures in place for transferring/destroying files when a pupil moves school? | | |
| Does the school support interagency working to safeguard children by regular attendance at child protection conferences, reviews and other professional meetings? | | |

| 9. How the school ensures pupils keep themselves safe (PROCEDURES & PEOPLE) | In Place Yes/No | School Evidence and Actions |
|---|------------------------|------------------------------------|
| Are pupils given opportunities within the curriculum to understand risks to them, grooming patterns and about keeping safe? | | |
| Are pupils taught to recognise when pressure from others threatens their personal safety and well-being and to develop effective ways of resisting pressure, including knowing where to get help? | | |
| Do pupils feel safe and adopt safe practices? Are safety surveys used and acted upon? | | |

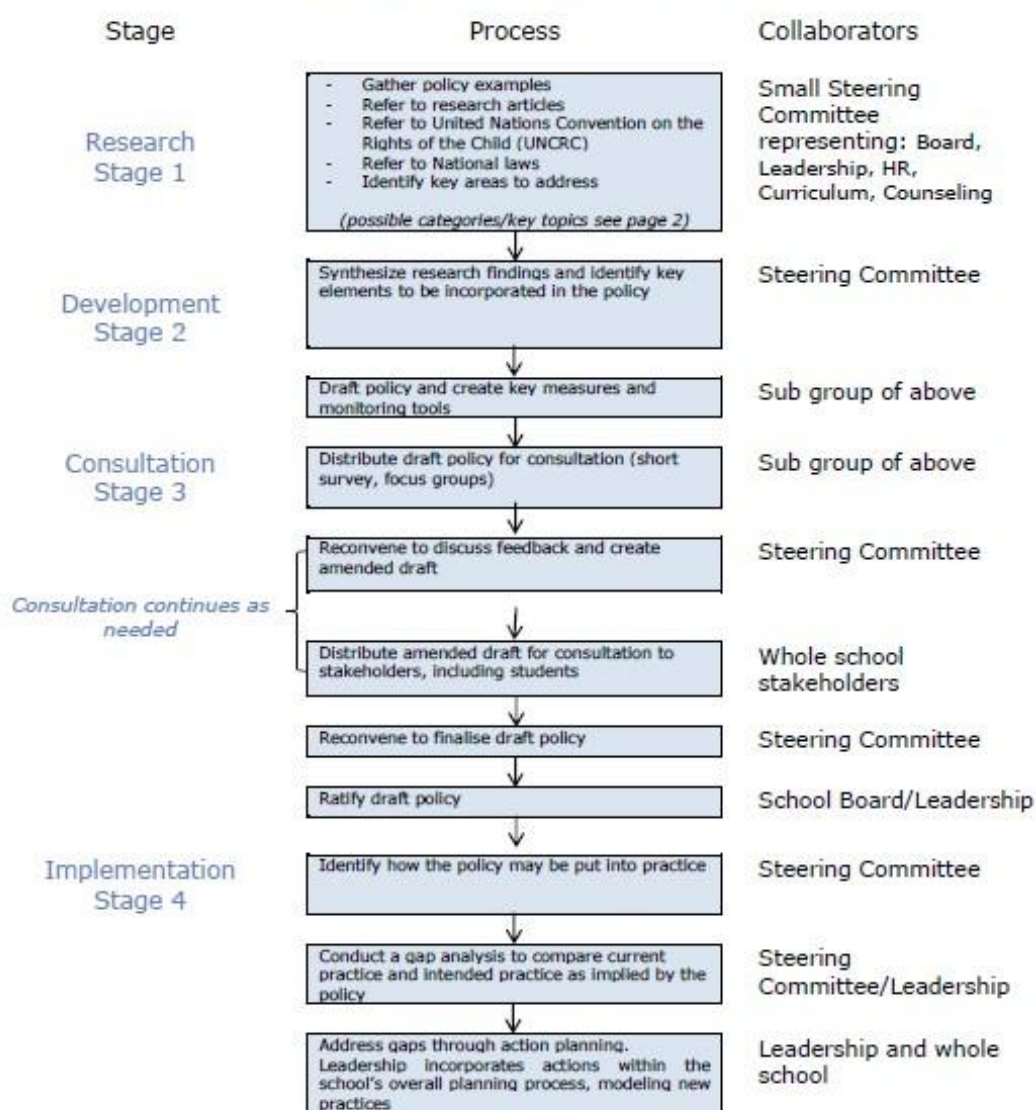
Appendix 2 – Process for Creating a Child Protection Policy

(source: Council of International Schools)

Shaping the future
of international education



Creating a Child Protection Policy



V1.0

Sample Process for Creating Child Protection Policy

www.cois.org

Policy Categories and Topics

Child Protection Principles and Beliefs

- Define what the school considers to be child abuse (in multiple forms)
- Clearly state the connection between the definition of abuse and the school's Purpose and Direction (as written in the school's guiding statements)
- Ensure there is shared understanding in the school community
- Create a code of conduct for acceptable behavior with children

Code of Conduct - Roles and Responsibilities

- Staff
- Volunteers and Visitors
- Parents
- Students

Recruitment and Selection of Staff

Managing Concerns and Allegations

- Reporting Process
- Identification of lead roles and designated responsibilities (including Board/Governor/Owner)
- Whistle blowing
- Confidentiality Guidelines
- Addressing historical allegations/reports

Child Protection Training and Plan

- Prevention: Risk Assessment, Safe Working Practices, Security and Facilities
- Training for adults
- Curriculum (age appropriate)
- Digital Safety
- Annual Auditing Process

NOTE: The school may already have other policies in place which address areas such as the physical environment, health and safety, recruitment, the curriculum, etc.

The policy guidance was reviewed in October 2025. Next review August 2026. COBIS would like to thank our colleagues at [The Safeguarding Alliance](#) for their expertise and guidance in reviewing this document.